

Chapter 10 - Roles and Responsibilities of School Boards and Administrative and Instructional Staffs

Administrative support is as important to [the] success [of a gifted and talented program] as a well-chosen teacher.

—Barbara Clark
Growing Up Gifted

Introduction

The legislative mandate in South Carolina necessitates that all individuals whose duties or offices have an impact on services for gifted and talented students clearly understand and conscientiously execute their roles and responsibilities. A successful gifted and talented program depends upon collaboration and cooperation. Also, key to the program's success is a designated gifted and talented coordinator for the district. Listed in this chapter are the roles and responsibilities of school boards and administrative/instructional staffs at both the state and district level.

State Level

State Board of Education

- ◆ Recognizes the need to provide gifted and talented education services to identified students in grades 1–12
- ◆ Promulgates Regulation 43-220

State Department of Education (SDE)

State Superintendent of Education

- ◆ Recognizes the importance of and supports programs for gifted and talented students
- ◆ Ensures the implementation of R43-220

- ◆ Educates the public about the need for gifted education, as well as the roles and responsibilities of the various educational offices
- ◆ Seeks and ensures adequate funding for programs for the gifted and talented

Division of Curriculum and Assessment, Office of Curriculum and Standards

- ◆ Serves as advocate/spokesperson for gifted and talented education within the SDE
- ◆ Interprets R43-220 and guidelines to appropriate audiences
- ◆ Provides districts with pertinent information on R43-220 and guidelines in a timely manner
- ◆ Provides opportunities for open dialogue with district representatives
- ◆ Monitors districts for compliance with R43-220
- ◆ Reviews and responds to district gifted and talented plans and annual updates
- ◆ Provides technical assistance to districts
- ◆ Provides for professional development for teachers and administrators
- ◆ Serves as liaison between the SDE and the South Carolina Consortium for Gifted Education

Office of Finance

- ◆ Allocates gifted and talented program funds in accordance with laws and R43-220
- ◆ Provides funding projections in a timely manner
- ◆ Notifies districts of changes in funding in a timely manner
- ◆ Audits districts for appropriate expenditures of state funds

Office of School Quality

- ◆ Provides opportunities for study and experimentation for the purpose of gifted and talented program improvement
- ◆ Provides information and consultation to districts as they implement initiatives for program improvement

District Level

Local School Board

- ◆ Establishes policy based on law and R43-220 to provide for gifted and talented education services to identified students in grades 1–12

District Office

Superintendent

- ◆ Recognizes the need to provide gifted and talented education services to identified students in grades 1–12
- ◆ Assumes legal responsibility for the operation of the district's state-mandated gifted and talented program
- ◆ Assigns responsibility for ensuring that R43-220 and guidelines are met:
 - Delegates program oversight to personnel who have appropriate training and skills
 - Ensures that adequate administrative, instructional, guidance, and clerical support staff are assigned to the gifted and talented program
- ◆ Seeks public support for the gifted and talented program

Assistant Superintendent for Instruction

- ◆ Recognizes and communicates the role of the gifted and talented program as an essential component of the district's total instructional program
- ◆ Communicates the role of the gifted and talented program within the district's total instructional program to district instructional leaders
- ◆ Ensures the implementation of R43-220 and guidelines

Financial Officer

- ◆ Informs the district gifted and talented program coordinator of state and local funding projections in a timely manner
- ◆ Assists with budgetary concerns

District Gifted and Talented Program Coordinator

- ◆ Supervises implementation of the district gifted and talented program to ensure compliance with R43-220 regarding program components/procedures:

- Identification process
 - Service and delivery models
 - Curriculum and instruction
 - Student assessment
 - Professional development
 - Program evaluation
 - Reporting and monitoring
- ◆ Serves on the Evaluation/Placement Team
 - ◆ Coordinates a district curriculum for gifted and talented students based on state recommendations and best practices
 - ◆ Develops and guides implementation of district gifted and talented three-year plan
 - ◆ Communicates current trends and appropriate gifted education practices
 - ◆ Maintains active involvement in professional gifted education organizations at state and national levels
 - ◆ Participates in professional development related to gifted education
 - ◆ Provides professional development related to gifted education for administrative and instructional staff
 - ◆ Provides parent education related to the gifted and talented program
 - ◆ Maintains accurate records for accountability purposes
 - ◆ Prepares and submits annual reports as required by Regulation 43-220

Staff Development Coordinator

- ◆ Recognizes and communicates the role of the gifted and talented program as an essential component of the district's total instructional program
- ◆ Works with the district gifted and talented program coordinator in planning and providing appropriate staff development on gifted education for total district staff and for teachers of the gifted and talented
- ◆ Informs staff about professional development opportunities in gifted education

School Psychologist

- ◆ Recognizes and communicates the role of the gifted and talented program as an essential component of the district's total instructional program
- ◆ Serves on the Evaluation/Placement Team as mandated in R43-220
- ◆ Advises in selection and administration of appropriate testing instruments
- ◆ Administers individual aptitude tests as needed
- ◆ Advises gifted and talented program personnel regarding gifted students who have special needs
- ◆ Participates in staff development pertaining to gifted education

District Test Coordinator

- ◆ Conducts and/or provides training for gifted and talented program personnel in administration, security, and interpretation of statewide assessments
- ◆ Advises and provides training for gifted and talented program personnel in procedures for achievement testing
- ◆ Provides achievement and aptitude test scores and reports in a timely manner

Building Level Personnel

Administrator

- ◆ Recognizes and communicates the role of the gifted and talented program as an essential component of the school's total instructional program
- ◆ Provides administrative support to the district gifted and talented program coordinator and to teachers of the gifted
- ◆ Communicates knowledge of curriculum and instructional practices in the gifted and talented program
- ◆ Observes instructional practices in gifted and talented classrooms
- ◆ Adheres to the requirements in R43-220
- ◆ Participates in professional development on gifted education
- ◆ Ensures that building staff members participate in appropriate professional development activities related to gifted education

Guidance Counselor

- ◆ Recognizes and communicates the role of the gifted and talented program as an essential component of the total instructional program
- ◆ Provides support and counseling services appropriate to the special needs of gifted and talented students
- ◆ Assists, as needed, in the multi-step process of gifted and talented identification and placement
- ◆ Communicates special needs and concerns to teachers of the gifted and the district gifted and talented program coordinator
- ◆ Provides accurate information about the gifted and talented program for parents
- ◆ Maintains accurate records for the gifted and talented program as needed for accountability
- ◆ Participates in professional development activities related to the identification process, characteristics and needs of gifted and talented students, and appropriate educational and career counseling practices for these students

Classroom Teacher

- ◆ Recognizes and communicates the role of the gifted and talented program as an essential component of the school's total instructional program
- ◆ Is knowledgeable about characteristics of gifted and talented students
- ◆ Communicates on a regular basis with the teacher of the gifted
- ◆ Provides differentiated curriculum to meet the needs of gifted and talented students in the regular program
- ◆ Participates in staff development on gifted education
- ◆ Refers students, as appropriate, for determination of eligibility for gifted and talented program services

Teacher of the Gifted

- ◆ Provides appropriately challenging instruction as defined by the district curriculum for gifted and talented students
- ◆ Designs instructional units to implement the district curriculum for gifted and talented students
- ◆ Assesses, evaluates, and reports student achievement of district gifted and talented curriculum goals
- ◆ Keeps accurate records of student progress and attendance
- ◆ Participates in staff development on gifted education
- ◆ Applies knowledge of the nature and needs of gifted and talented students
- ◆ Stays informed about current trends and issues in gifted education through the following activities:
 - attending conferences on the gifted and talented at the state, regional, and/or national level
 - maintaining membership and actively participating in related, appropriate professional organizations
 - reading professional literature
- ◆ Assists in the multi-step process of gifted and talented identification and placement
- ◆ Communicates about the gifted and talented program with school and district personnel and with parents and community members